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## ABSTRACT

An evaluation was conducted of the Peer Referral Orientation Staff (PROS) program of Rowan University to determine the extent to which the program is meeting its desired goals and objectives and achieving the desired effects for the students it serves. PROS members are currently enrolled students who are trained to offer personal, social, and educational services to their peers. A survey was constructed to assess the program's effectiveness, and this survey was administered to a convenience sample of 30 undergraduate students. Most students (63%) thought that the PROS significantly helped incoming students understand the purpose of higher education and that the program assisted them in developing positive relationships with faculty, administration, peers, and other individuals in the community. Students generally agreed that the program helped them develop familiarity with the physical surroundings of the university and that it introduced academic, advising, and registration procedures at Rowan University well. The qualitative analysis of student comments showed that there are areas the PROS program needs to address to assist students after the initial orientation period. Room for improvement is noted for the first year experience in particular. (Contains 13 figures, 1 table, and 13 references.) (SLD)

## Assessment of Rowan University's Peer Referral Orientation Staff

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## Section I. Introduction

Since its inception in 1984, the Peer Referral Orientation Staff (PROS) of Rowan University has never had a scholarly assessment of its effectiveness. The increased acceptance of peer assistance in higher education institutions is a result of research showing effectiveness in using paraprofessionals (Hoffman & Warner, 1976). However, without proper evaluation for each peer assistance program, the paraprofessionals (who perform some important functions generally performed by a professional) could be improperly selected, trained, and supervised (Mamarchev, 1981). Consequently, an ill-trained paraprofessional can actually be harming the educational and social growth of an unsuspecting student.

An assessment of the PROS program is relevant and important because Rowan University has no precedent for this type of research. There are four major reasons why it is important to evaluate the PROS program. The evaluation...

1. will provide performance feedback to professionals and peers
2. will determine whether training goals are being met
3. will provide data for program improvement
4. will increase credibility and ensure the program's continued support (Frenza, 1985, p. 3)

This assessment will help to determine the extent to which the PROS program is meeting its desired goals and objectives, and in turn, achieving the desired effects on the students it serves.

Another reason why this study is relevant and important is that Rowan University is just one of many institutions of higher education that does not complete a scholarly assessment of its peer assistance program(s). According to the research conducted, there is not enough scholarly research in the area of peer assistance programs throughout the country (Ender & Winston, 1984). This assessment conducted could be an important addition to the body of knowledge

about peer assistance programs that deal with as many educational, personal, and social aspects as does the PROS program.

The remaining four sections of the report consist of a literature review of appropriate research, a description of the methodological approach, the results of the assessment, and finally the conclusion.

## **Section II. Review of the Relevant Literature**

A description of the situation that prompted the need for information is contained in the history of the PROS. The Peer Referral Orientation Staff (PROS) was founded in the Spring 1984 with the idea that a student often feels more comfortable speaking with his/her peers than with a parent, faculty, or staff member. With this in mind, the PROS members are currently enrolled students selected and trained to offer personal, social, and educational services to their peers. These intentionally designed services assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational and social goals. The PROS aim to reach out to the entire student body, but its emphasis is on the freshman class. Under the supervision of qualified professionals, the PROS-student interaction consists primarily of assistance, acclimation, encouragement, and support. The role of the PROS is not to solve students' problems. Instead, they emphasize their referral role and direct students to the proper Rowan faculty, staff, and/or administration. The PROS act as a resource on campus organizations, roommate conflicts, time management, stress management, and other topics that deal with campus life. The PROS, performing in paraprofessional roles, receive compensation for their services during summer orientation. All the while, since its inception in 1984, PROS of Rowan University has never had a scholarly assessment of its effectiveness.

The framework that guided the literature search included the following questions: Who are the PROS and what do they do? What are some of the responsibilities of the PROS? What are some of the relevant landmark studies on peer assistance programs? What are the different roles that peer assistants perform? In those roles, what are some of the responsibilities of peer assistants? What types of peer assistance programs do other colleges and universities implement? What are some of the similarities and differences between the PROS program and other peer assistance programs that are in effect at other colleges and universities? Has there been any research that has evaluated the effectiveness of other peer assistance programs?

The literature search plan began with the electronic databases offered at the Rowan University Library. From searching ERIC Digest, WebSPIRS, J-STOR, Vale, and other electronic databases, I determined that there is a general lack of research regarding to the effectiveness of peer assistance programs. Therefore, I turned to the personal libraries of Rowan staff members who supervise the PROS program. In searching these personal libraries I was able to find a number of academic journals, books, and other literature that are relevant to peer assistance programs.

Peer assistance programs are not a new concept. In the past, upperclassmen have been residence hall assistants, orientation program leaders, and tutors. In recent years, paraprofessionals have proven to be very effective in the college environment. Due to increased support of peer assistants, new programs are springing up across the nation's colleges and universities (Peer Helping Brochure).

Throughout the country, there are different terms describing the work of peer assistants as well as different titles given to them. Some of the terms describing the work include peer

tutoring, peer facilitation, peer counseling, peer support, and peer helping (Peer Helping Brochure). Other titles given to peer assistants are mentor, peer educator, orientation leader, resident assistant, student aide, and paraprofessional (Ender & Newton, 2000; Ender, 1984). Although many titles and terms describe peer assistants and their roles, most of the programs are using peer assistants as paraprofessional staff. According to Ender (1983), paraprofessional peer assistants have a working definition.

Paraprofessionals are students who have been selected and trained to offer educational services to their peers. These services are intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals. Students performing in paraprofessional roles are usually compensated in some manner for their services and are supervised by qualified professionals. (p. 324)

By comparing this definition by Ender with the description of the PROS objectives previously stated, a similarity between the two is evident. This similarity is key to understanding paraprofessional development. Throughout the country peer assistants must come to the realization that they "are helpers with specialized but limited training that enables them to perform specific tasks typically performed by professionals" (Ender & Newton, 2000, p. 3). Professional staffs have not always accepted the roles peer assistants play as paraprofessionals.

There was very little research conducted in regards to paraprofessional effectiveness until the 1960's. At this time, V.G. Zunker and W.F. Brown conducted a landmark study, thus setting precedent for research on peer assistants. In their study entitled, "Comparative Effectiveness of Student and Professional Counselor" (Zunker & Brown, 1966), they determined that carefully selected, trained and supervised student assistants provide an effective and efficient addition to the college community (see also Ender & Newton, 2000; Ender, 1984; Noel et al. 1985). Recent research continues to show that peer assistants serving as paraprofessionals have a positive

impact on their peers (Ender, 2000). Accordingly, many colleges and universities are implementing their own peer assistance programs similar to the PROS program at Rowan University. Researchers have shown that for a paraprofessional program to be effective there is a need for an acceptable statement of standards and a correct program model of development to follow.

A statement of standards provides a guide for professionals to follow when implementing a paraprofessional program. "Moreover, standards help to assure higher-quality staff and programs and they help to assure higher quality experiences for students receiving program services" (Ender, 1984, p. 12). Standards also provide consistent criteria for evaluation of the program. The importance of a statement of standards cannot be underestimated. The National Peer Helpers Association's mission is to provide leadership and promote excellence in the peer resource field. One of its major publications is the *Code of Ethics and Standards for Peer Programs* (Peer Helping Brochure). This publication lays out program standards that will assist in judging the effectiveness of the peer assistants as well as a tool for assessment. Once a set of standards is in place, the college or university should implement its paraprofessional program using a proven effective program model of development.

There are many ways a college or university can go about implementing a peer assistance program. One proven program model of development commonly recognized by researchers consists of seven main areas of interest. These program areas include program goals and objectives, recruitment, selection criteria and process, training, supervision, compensation, and evaluation (Ender, 1984). For each area of interest there is a broad definition that can be interpreted differently by each college and university. Thus, similarities and differences are



present when comparing and contrasting Rowan University's PROS program and other peer assistance programs throughout the country.

According to Ender (1984), the program goals and objectives should be established and clearly stated and disseminated throughout the college community. The mission of the PROS program is to assist in the adjustment, satisfaction and persistence of students toward attainment of their educational and social goals. However, other colleges and universities have taken it a step further and broken down their program into specific areas of expertise. Temple University offers three separate peer educator positions. Each position concentrates on one specific area of interest. These areas include the Campus Alcohol and Substance Awareness Program (CASA), Sexual Assault Counseling and Education Program (SACE), and Conflict Education Resource Team (CERT). Although all three programs are grouped together under one title of peer education, each program has its own specific goals and objectives (Be a Peer Educator). On the other hand, University of California, Irvine (UCI) is similar to Rowan University in that its peer educators "share a strong commitment to assist fellow students in achieving a maximum benefit" from their college experience (Peer Educator, 2001, p. 1). Similar to the PROS, UCI peer educators provide peer support through consultation and outreach programs that include psycho-educational (primary prevention) services. As shown, the program goals and objectives for peer assistance programs can include a broad array of topics. The next step in the program model includes the recruitment of paraprofessionals.

The recruitment process of paraprofessionals is a very important aspect of peer assistance programs. Recruitment is critical because the selection committee prefers to choose from a large pool of candidates. This allows the selection committee to hire candidates who have a "genuine

and sincere interest in assisting their peers" (Ender, 1984, p. 14). The PROS recruitment process at Rowan University consists mainly of nomination forms filled out by faculty, word of mouth and two informative meetings in the fall semester. The average applicant pool includes approximately 60 people. Each spring the average number of students hired is between 20-25. The UCI program is similar to the PROS since they accept applications only in the fall of each academic school year (Peer Educator). The system of recruitment used by the PROS and UCI program differ from Temple University in that Temple uses an online application process that recruits students throughout the year (Be a Peer Educator). Although the recruitment processes may differ from school to school, there are many commonalities among the selection criteria and process.

The selection criteria and processes try to ensure that the responsibilities of the position fit well into a student's interest and expectations. The peer assistance programs at Rowan University, UCI, and Temple University all require that the student is an upperclassman. The programs also require a minimum grade point average of 2.5 on a 4.0 scale. The students who meet these prior requirements must also share a commitment to assist their fellow peers (Peer Educator, Be a Peer Educator). After the selection process, the next step for the paraprofessionals is to receive proper training.

Training includes the acquisition of knowledge of what the paraprofessional's role is. Accordingly, the PROS program has a weekend retreat in the fall semester and a seven-week training program. On the other hand, a student-run, professionally supervised referral service at Cornell named Empathy, Assistance, and Referral Service (EARS) has three levels of training: beginner, advanced, and intensive (Peer Counseling). Since Temple University's peer educators

deal with sensitive subjects, an intensive training process for their three areas of interest ranges between 30-40 hours and 3-5 days (Be a Peer Educator). During and after the training of the paraprofessional, a necessary component is supervision of the staff.

The supervision of the staff is an essential component in the development of the peer assistant paraprofessional. The PROS staff is located within the office of the Dean of Students. The program is under the supervision of the Director for New Student Programs. Similarly, the EARS program at Cornell is supervised by the New Student Programs & Student Support Unit of the Office of Dean of Students (Peer Counsel). However, Temple University and UCI are both supervised by the Counseling Center (Be a Peer Educator, Peer Educators). As listed in Ender's (1983) definition of a paraprofessional, an important aspect for the peer assistant is compensation.

The compensation of paraprofessionals usually is monetary, but it also can include other types of support. Other forms of compensation could include tuition waiver, room, and board. The PROS program provides a monetary stipend for the work done during summer orientation. All other activities throughout the school year are on a voluntary basis. Temple University uses peer educators as paid part-time positions (Be a Peer Educator). Besides monetary consideration, UCI has offered compensation to its peer educators as academic credit. Each peer educator receives three units each quarter (pass/fail) in the area of Cognitive Sciences (Peer Educator). Although Ender (1984) suggests compensation, not all colleges offer it. The EARS program at Cornell is a voluntary position and its members receive no compensation (Peer Counsel). Once the peer assistance program is in effect, a proper evaluation of the program should be conducted.

As indicated above, the evaluation process of a peer assistance program is critical. Unfortunately, besides non-scholarly surveys given to freshman students and parents at summer orientation, there is no real assessment or evaluation of the PROS program. Similarly, the Temple University peer educators, UCI peer educators, and the EARS counselors all failed to mention any process of evaluation (Be a Peer Educator, Peer Educator, Peer Counsel).

The research has clearly shown that there are many benefits of properly selected, trained, and supervised peer assistants. As Ender has shown, a higher-quality staff and programs assure higher quality experiences for students receiving program services. The question remains whether or not the Rowan University Peer Referral Orientation Staff (PROS) is meeting its program goals and objectives. Without a proper assessment of the aspects included in Ender's (1984) model paraprofessional program, the extent to which the Rowan PROS program is reaching its maximum potential remains essentially unknown. Therefore, will an assessment of the Peer Referral Orientation Staff provide valuable information as to whether it is meeting its program goals and objectives, as well as communicate its strengths and weaknesses? Will an assessment determine the effectiveness of the personal, social, and educational services the PROS offer to their peers? In addition, will an assessment show that the PROS services assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational and social goals? The following specific research questions guided this study. First, did the involvement with the PROS significantly help incoming students understand the purpose of higher education and in turn their own purpose for attending Rowan University? Second, did the PROS assist incoming students with their development of positive relationships with faculty, administration, peers, and other individuals in the community? Third, did the PROS help

incoming students develop familiarity with the physical surroundings? Fourth, did the PROS significantly introduce incoming students to Rowan University's academic advisement and registration procedures? Fifth, did the PROS create an atmosphere that minimized anxiety, promoted positive attitudes, and stimulated an excitement for learning? Sixth, did the atmosphere also promote the awareness of co-curricular and extra-curricular activities? Seventh, did the PROS provide an atmosphere conducive for well-informed and well-reasoned choices? Eighth, did the PROS provide incoming students with opportunities to discuss expectations and perceptions of the campus with returning students? Ninth, did the PROS provide information about and opportunities for self-assessment? Tenth, did the interaction with the PROS significantly encourage incoming students to return to Rowan?

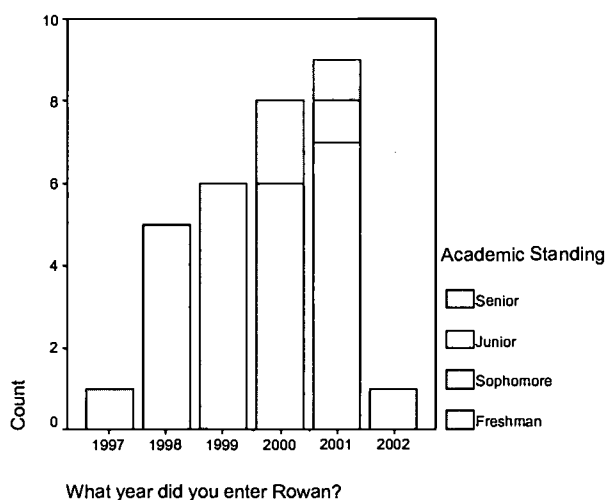
### **Section III. Methodological Approach**

In deciding what type of assessment model I was going choose, I determined that I wanted both efficiency and a chance for the participants to go into greater detail as to the strengths, weakness, and other comments about the PROS program. Therefore, I chose a survey that incorporated both quantitative and qualitative methods. The problem I faced was that the ideal time to administer a survey was at the conclusion of orientation. Unfortunately, that opportunity was not available. Although the optimal time to gather feedback has past, I still feel that a survey would be useful in determining the effectiveness of the PROS.

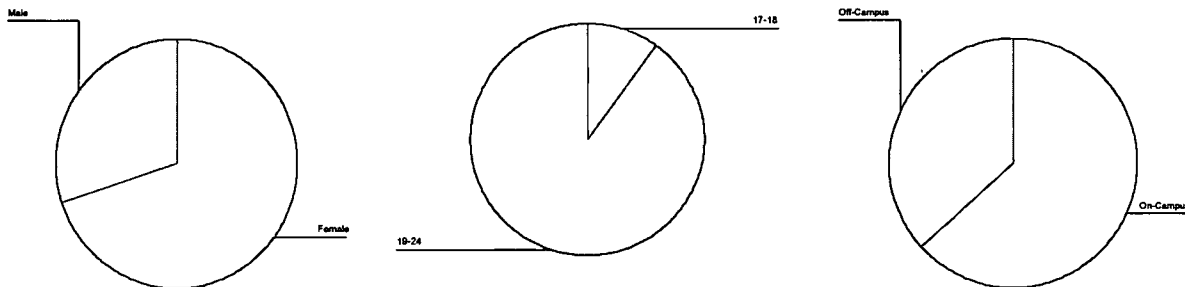
The PROS program design focuses on student learning and personal development. By formulating the survey, I addressed the need for an assessment of the program. The purpose of the survey was to assess the effectiveness of the PROS orientation program. The survey focused

on whether the PROS effectively met its goals and objectives set out from training. The last section focused on the overall qualitative assessment of the program as well as open-ended questions that gave participants a chance to share additional comments.

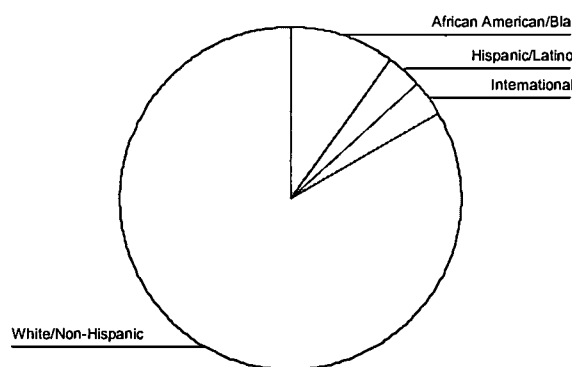
I determined that a cross-sectional study would be an effective method in survey research. Since I needed one data collection point, I recently distributed surveys by the Savitz Hall information desk. I provided comparative data across freshman, sophomore, junior, and senior year students. I asked students walking by if he/she attended orientation upon their entrance into Rowan University. Those who responded positively were then handed a survey to complete. The survey was a sample of convenience that had a total number of respondents equaling thirty ( $n = 30$ ).



This stacked bar chart shows the year that respondents entered Rowan and their current academic status. Of the students who participated in the survey, 27% were freshmen, 23% were sophomores, 30% were juniors, 20% were seniors. No graduate students responded.



The majority of the respondents were females. They were 70% of the survey pool as their male counterparts only made up 30% of the participants. Most of the students (90%) were between the ages of 19-24 years old. Only 10% of the respondents were not in the 19-24 years age range. These students were between the ages of 17-18. No students 25 years of age or older took part in the survey. A majority of the students (63%) lived on-campus, while only 37% lived off-campus.



Eighty-three percent of the participants identified themselves White/Non-Hispanic. Ten percent identified their ethnic identity to be African American/Black. Three percent identified themselves as Hispanic/Latino. Another three percent considered themselves as international. Other ethnic identities listed such as Native American and Asian American received no responses.

## Section IV. Findings and Discussion

**Table 1 Peer Referral Orientation Staff (PROS) Assessment**

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My involvement with the PROS helped me understand the purpose of higher education and the mission of Rowan University.	10%	53%	33%	0	3%
My involvement with the PROS assisted me in determining my purpose in attending Rowan.	3%	27%	53%	13%	3%
My involvement with the PROS assisted me in the development of positive relationships with faculty, administration, peers, and other individuals in the community.	10%	63%	13%	13%	0
The PROS helped me develop familiarity with the physical surroundings.	30%	57%	10%	3%	0
The PROS introduced me to the academic advisement and registration procedures.	27%	47%	17%	10%	0
The PROS created an atmosphere that minimized anxiety, promoted positive attitudes, and stimulated an excitement for learning.	23%	50%	17%	7%	3%
The PROS promoted an awareness of co-curricular and extra-curricular opportunities.	20%	60%	13%	7%	0
The PROS provided an atmosphere and sufficient information to enable me to make reasoned and well-informed choices.	23%	33%	30%	13%	0
The PROS provided opportunities for new students to discuss expectations and perceptions of the campus with returning students.	17%	50%	20%	13%	0
The PROS provided information about and opportunities for self-assessment.	7%	53%	37%	3%	0
My involvement with the PROS significantly encouraged my decision to return to Rowan.	10%	33%	30%	20%	7%

Overall, I rate my experiences with the PROS as:

Poor = 7%

Good = 53%

Fair = 10%

Excellent = 13%

Average = 17%

### What did you like most about your experience with the PROS?

"The way they encouraged a fun atmosphere."

"My PRO became a friend I could rely on."

"They were very nice and prepared to answer any question about Rowan."

"Learning about my academic programs."



**How could your experience with the PROS been improved?**

"Could have shown more effort to help the students during freshman year."

"More information about the campus and classes could have been provided."

"PROS should keep in contact with the freshman beyond orientation."

"Make it later! I went to it 5 days after graduation (making me anti-social because I was in the HS mode.)"

"More follow up."

"A little emotional support."

"More of an effort to get to know individuals could have been made."

"The PROS never contacted me during the year, so I wish they would have."

"More aware of everyone's needs, not just your stereotypical "college" needs like drinking, etc."

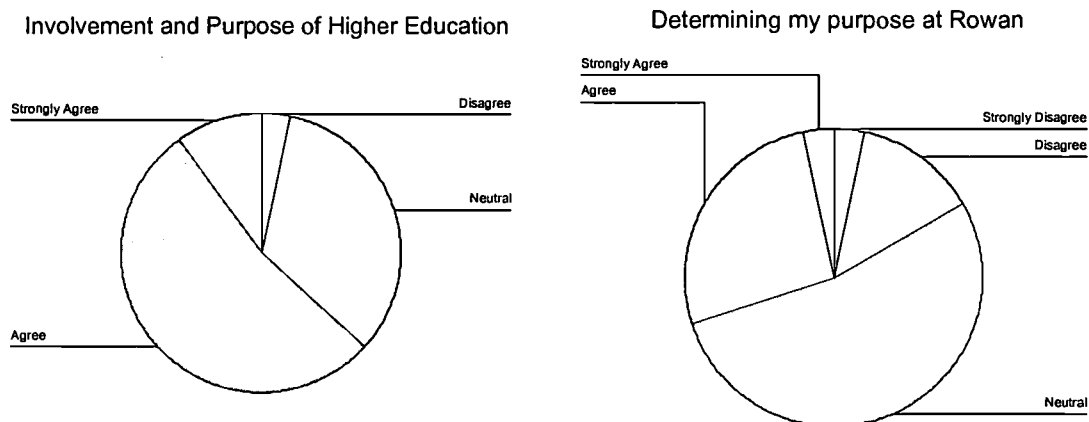
**Please share other comments you have about your experience with the PROS.**

"They are a definite, essential, strong resource (of students) paraprofessionals that Rowan University has to offer."

"They provide a foundation for Rowan."

"PROS should keep in touch for at least the first year."

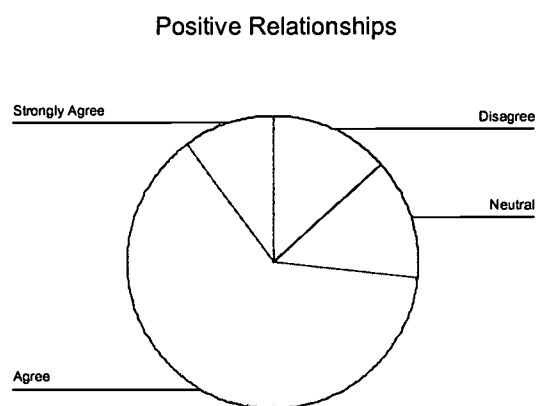
This study was guided by ten specific research questions. First, did the involvement with the PROS significantly help incoming students understand the purpose of higher education and, in turn, their own purpose for attending Rowan University?



A majority of the students (63% either Agreed or Strongly Agreed) feel that the PROS significantly help incoming students understand the purpose of higher education. Therefore, the data suggest that the PROS effectively met their first goal or objective in creating a sense of community and purpose within the arena of higher education. However, the results have also suggested that the PROS were not as successful in assisting incoming students in deciding their

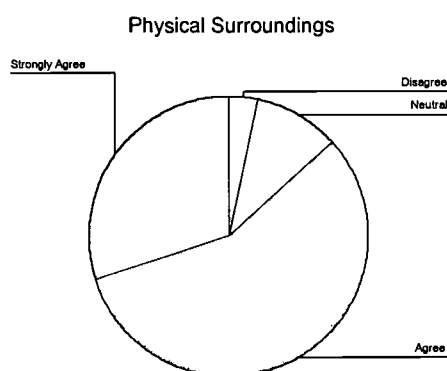
own purpose in attending Rowan University. Only 30% of students said they agreed or strongly agreed that the PROS assisted them in determining their purpose. On the other hand, a majority (53%) of the respondents said that they were neutral or had no opinion on whether the PROS helped them or not. This suggests an area that may require improvement that is evident that would have never been determined without this assessment.

Second, did the PROS assist incoming students with their development of positive relationships with faculty, administration, peers, and other individuals in the community?



A majority of the students (73%) reported that the PROS assisted them in developing positive relationships with faculty, administration, peers, and other individuals in the community. This suggests that the PROS are enhancing the social contacts and networks of the incoming students. It also suggests that the students are developing a sense of community and a bond to the university. Since only 13% disagreed with the statement, it appears that the PROS are meeting this objective.

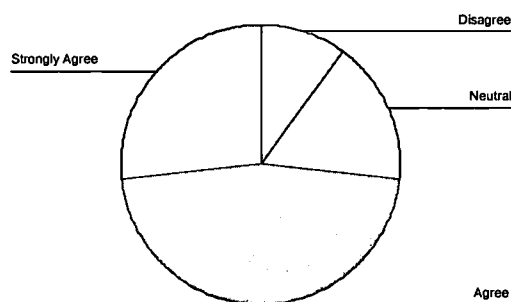
Third, did the PROS help incoming students develop familiarity with the physical surroundings?



Eighty-seven percent of students agreed or strongly agreed that the PROS helped incoming students develop a familiarity with the physical surrounding. Therefore, the study would suggest that as familiarity with the university increases a heightened sense of community begins to build. As this develops, a sense of belonging begins to take shape.

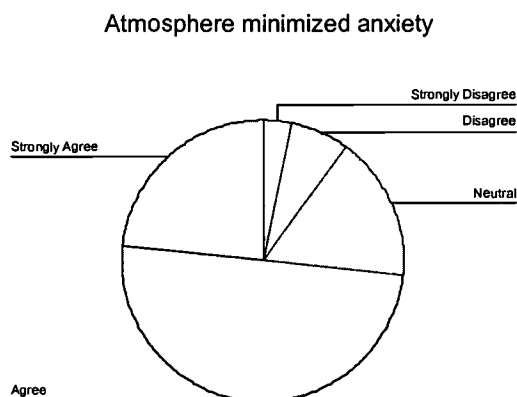
Fourth, did the PROS significantly introduce incoming students to Rowan University's academic advisement and registration procedures?

Academic Advisement and Registration Process



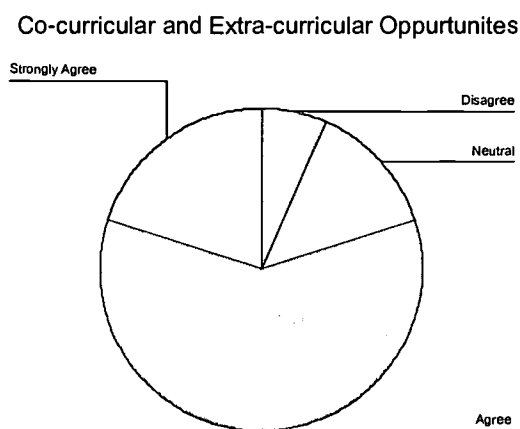
Again, a majority of participants (73%) agreed or strongly agreed that the PROS significantly introduced incoming students to the academic advising and registration procedures at Rowan University. Accordingly, it would appear that the PROS are effective in meeting this important objective.

Fifth, did the PROS create an atmosphere that minimized anxiety, promoted positive attitudes, and stimulated an excitement for learning?



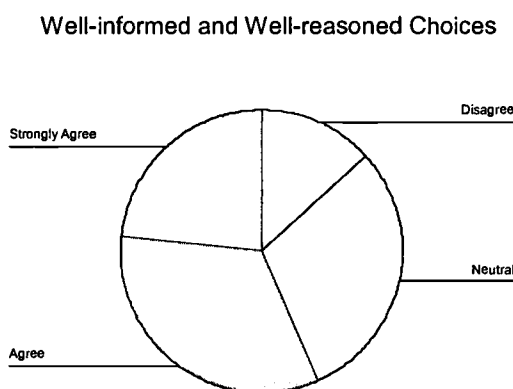
A majority (73%) of students agreed or strongly agreed that the PROS created an atmosphere that minimized anxiety, promoted positive attitudes, and stimulated an excitement for learning. The high-energy environment of orientation had a significant effect on the overall feelings and emotions that the participants had.

Sixth, did the atmosphere also promote the awareness of co-curricular and extra-curricular activities?



Eighty percent of respondents agreed or strongly agreed that the PROS promoted an awareness of co-curricular and extra-curricular activities. Therefore, it would appear that the PROS are effectively meeting this objective of providing a significant resource to incoming students.

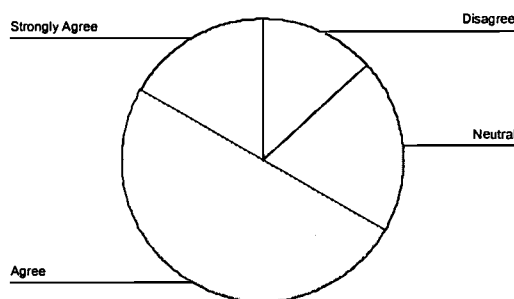
Seventh, did the PROS provide an atmosphere conducive for well-informed and well-reasoned choices?



There is a majority (56%) of participant responses that either agree or strongly agree that the PROS were effective in providing an atmosphere and significant information for students to make well-informed and well-reasoned choices. The mean was 3.67/5.0 so it can be determined that the respondents averaged an answer between having no opinion and leaning towards agreeing. Although there is a sufficient majority who either agrees or strongly agrees, there are still a number of people (30%) who have no opinion. This shows another area for improvement that could bring more effectiveness and efficiency to the PROS orientation program.

Eighth, did the PROS provide incoming students with opportunities to discuss expectations and perceptions of the campus with returning students?

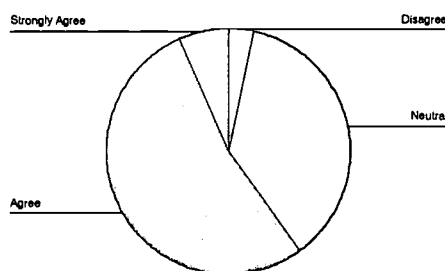
New students discussions



Sixty-seven percent of respondents either agreed or strongly agreed that the PROS provided incoming students with opportunities to discuss expectations and perceptions of the campus with returning students. Therefore, it appears that the PROS were effective in shedding light on some of the misconceptions of college life. The PROS also provided incoming students with the chance to engage in stimulating conversations in regard to the transition from high school to college.

Ninth, did the PROS provide information about and opportunities for self-assessment?

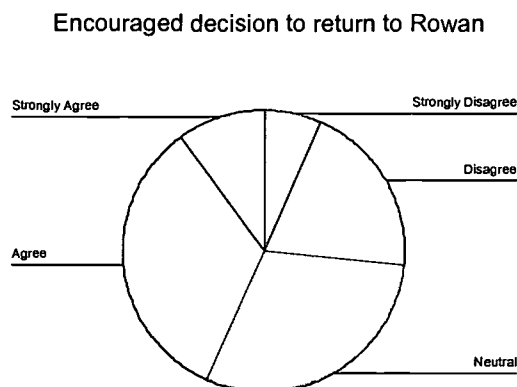
Self-Assessment



A majority of students (60%) agreed or strongly agreed that the PROS provide information about and opportunities for self-assessment. This suggests that the PROS are giving incoming students the opportunity to reflect on their own abilities, thus determining for themselves what their

strengths and weaknesses are. It also appears that the PROS are effectively meeting this goal since only 3% of students disagreed with the statement.

In the 1960's, V.G. Zunker and W.F. Brown determined that carefully selected, trained and supervised student assistants provide an effective and efficient addition to the college community (Zunker & Brown, 1966). Although most of the findings in this assessment concluded that the PROS are highly effective in attaining most of their goals and objectives; however, there are still areas that could use improvement. A qualitative analysis has shown that many comments suggest areas of improvement that the PROS Program may need to address. Research conducted by John Gardner shows how important the first year experience is for college freshman (Gardner, 1987). In terms of retention and academic success, it is evident that the PROS are not effectively meeting their maximum potential in terms of assisting students after their initial orientation contact. Accordingly, the following chart shows how only 43% of students agreed or strongly agreed that his/her involvement with the PROS significantly encouraged his/her decision to return to Rowan the next year. This is counterbalanced by 27% who strongly disagreed or disagreed with this statement.



According to Ender & Newton (2000, p.3) the PROS should be "helpers with specialized but limited training that enables them to perform specific tasks typically performed by professionals." In this case, the PROS are not performing up to par in terms of helping students during the first year. Some respondent statements that pointed out the PROS ineffectiveness in regards to first year experience included:

- "Could have shown more effort to help the students during freshman year."
- "PROS should keep in contact with the freshman beyond orientation."
- "More follow up."
- "More of an effort to get to know individuals could have been made."
- "The PROS never contacted me during the year, so I wish they would have."
- "PROS should keep in touch for at least the first year."

These comments show that the respondents are satisfied with the PROS program, but that there are some areas, most importantly the first year experience, that has room for improvement.

## **Section V. Conclusion**

Without a proper assessment of the aspects included in Ender's (1984) model paraprofessional program, the extent to which the Rowan PROS program is reaching its maximum potential would have remained unknown. Therefore, the assessment of the Peer Referral Orientation Staff provided valuable information as to whether it is meeting its program goals and objectives, as well as communicates its strengths and weaknesses. This assessment determined the effectiveness of the personal, social, and educational services the PROS offer to their peers. In addition, the assessment also showed that the PROS services assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational and social goals.



Admittedly, this study is very limited. It was based on a very small convenience sample that did not include a wide-range of respondents. A more comprehensive study is suggested for the summer orientation of 2002. It is suggested that a more sustained evaluation that went into greater depth in regard to the services provided throughout the first academic year. If the suggested study were to take place, then Rowan University would receive more inclusive research that would provide a better predictor of whether the PROS are indeed effectively meeting its goals and objectives.

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